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ABSTRACT

The Committee on Affirmative Action was charged by the Illinois Board of Higher Education in March 1975 to address two topics: (1) development of positive affirmative action programs at all levels of higher education employment, and (2) development of programs to increase minority and women student enrollment. The committee focused its study on administrative, faculty, and civil service employment, and student enrollment. Barriers to affirmative action include: (1) attitudes; (2) various preemployment practices; (3) student enrollment issues; and (4) a lack of public accountability. (Author/KE)

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DEVELOPMENT OF POSITIVE AFFIRMATIVE ACTION PROGRAMS AT ALL LEVELS OF HIGHER EDUCATION EMPLOYMENT, DEVELOPMENT OF PROGRAMS TO INCREASE MINORITY AND WOMEN STUDENT ENROLLMENT: Report of the Master Plan Committee on Affirmative Action for the Illinois Board of Higher Education.

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HE 008 000

State of Illinois
Board of Higher Education

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INTRODUCTION

The Committee on Affirmative Action was charged by the Illinois Board of Higher Education, in March 1975, to address two of seventeen master plan topics. The two topics were:

a) development of positive affirmative action programs at all levels of higher education employment, and

b) development of programs to increase minority and women student enrollment.

To guide the Committee in its task, the Committee adopted the following purposes and guidelines:

1. Objectives

   To identify barriers confronting minorities and women both in student enrollments and in employment that institutions reasonably could overcome in a five-year period, and to establish particular master plan objectives for the advancement of affirmative action in Illinois higher education.

2. Implementation

   For each barrier that is identified, suggest methods and means for rectifying it. Also clarify, for each barrier identified, what shall be the function and responsibility for removing such barriers by the individual institutions, the system governing boards, coordinating boards and where applicable, of other bodies.

3. Evaluation Guidelines

   Suggest guidelines to measure and evaluate progress made toward accomplishment in removing the barriers identified. The guidelines should include provisions for the regular review and public reporting of progress.

The Committee, acknowledging the complexity of affirmative action, focused its study on the areas of administrative, faculty

and civil service employment and student enrollment. The Committee also recognized it needed more time and that its report be submitted after the original date of July 31.

No common information source existed from which the Committee could acquire relatively complete or comparable affirmative action data on either employees or students. Therefore, the Committee devised its own survey instrument for acquiring information. It also visited with persons having a special interest in or knowledge of the study topic. The Committee also asked all public universities to submit copies of their affirmative action plans and their most recent affirmative action reports to the federal government. All system offices, coordinating and other state-level agencies of higher education, were asked to provide specified data for all employees in those offices. The IBHE staff also gathered additional information from a variety of sources.

It is the Committee's intent to present the issues of affirmative action in such a manner as to create an awareness of the affirmative action problems which exist in Illinois public higher education. The report is intended to be useful and understandable by universities and systems as well as concerned citizens, staff and students.

The report addresses general trends, practices, and problems related to affirmative action. The Committee realizes there will always be exceptions for any generalizations and further recognizes

that exceptions do exist to the general trends, practices and problems identified in this report.

The Committee feels very strongly that affirmative action in higher education has not received the attention and priority it should receive. The Committee urges the Board of Higher Education, the governing boards and institutional leaders to exert the kind of leadership necessary to make immediate and continuing progress in the area of affirmative action. Recommendations and suggestions presented in this report should be helpful to the Board of Higher Education, the governing boards and institutions. Due to the diversity of institutions, systems and boards and their progress in the area of affirmative action, all recommendations and suggestions in this report may not apply to the same degree to all. Furthermore, the specific suggestions in the report are not intended to be all-inclusive of methods and procedures that might be adopted to eliminate barriers to affirmative action.

Not all aspects of affirmative action are or need to be long-term. An end to some inequities could be achieved immediately; other barriers could be rectified within the range of five years or less. This report focuses on short-range opportunities to end inequities.

Whether any of the short-range opportunities that this report identifies and discusses will be pursued depends foremost on the commitment, priorities and leadership of each institution and

board. The first guideline we, as citizens, will use to determine chances for significant progress in affirmative action will be the actions of administrators and leaders of institutions and boards. Attention should be directed to re-ordered priorities and values, changing attitudes, revised practices, public affirmative action progress reports, and how some of the dollars are spent.

CHAPTER I

SUMMARY OF RECOMMENDATIONS

The Committee recommends that:

1. All Illinois institutions, governing boards, system offices, coordinating boards and related agencies establish affirmative action as a high priority objective and affirm those efforts of chief administrators that assure and advance equal opportunity and nondiscriminatory practices.

2. Each Illinois institution establish a comprehensive on-campus advertising system of all job opportunities that it has available; establish information training for personnel officers, employment interviewers and others involved with personnel selection activities which affirms equal opportunity and nondiscriminatory hiring practices; and establish written search, recruitment and hiring policies to be made available to all faculty and staff members.

3. The Board of Higher Education take leadership in the establishment of a State task force to review the University Civil Service System's rules and regulations and their affect on affirmative action.

4. Each Illinois institution: (a) conduct salary and promotion analysis studies and equalization programs to determine the extent of and correct any existent salary and promotion inequities; (b) establish action-oriented

programs which encourage employee advancement; and (c) establish and clearly communicate to all employees internal procedures for employee grievance.

5. A study committee be established as early as possible by the Board of Higher Education to review all aspects of the tenure system, especially those that have an impact on affirmative action.

6. All universities and colleges require contractors to submit written affirmative action plans, and that these plans be a decision factor in the awarding of contracts.

7. All Illinois institutions establish policies that increase recruitment and improve advising and counseling of minority and female students, and that encourage women and minorities to pursue nontraditional fields of study, especially in advanced degree programs. It also is recommended that institutions reorganize their system of awarding assistantships and fellowships for graduate studies, and that they develop a graduated scale of student fees to accommodate part-time students.

8. Universities increase the representation of latino students in the enrollments of education opportunity programs.

9. Institutions arrange special courses for minorities and women to make up deficiencies in prior education, in order to encourage entrance to "new" fields of study. Furthermore,

it is recommended that institutions provide courses and training opportunities to encourage the entry of minority and female employees into supervisory and administrative positions.

10. Institutions initiate and maintain a closer working relationship and information exchange with public school representatives regarding academic and career trends, especially as they affect minorities and women.

11. All institutions place funds only in those local banks that lend to their students and that do so on a nondiscriminatory basis.

12. Where there is a need, institutions assist campus and community organizations in the organization of day-care facilities for students with children.

13. Every Illinois institution, governing board, system office, coordinating board and related agency establish an affirmative action plan which addresses in a clear and well-organized manner all details and aspects prescribed in federal guidelines. Furthermore, each should present an annual public progress report which indicates the progress made toward goals outlined in the affirmative action plan. Included in the annual report should be comparative salary data by race and sex.

14. All Illinois institutions, governing boards, system offices, coordinating boards and related agencies file an EEO-6

compliance report (Higher Education Staff Information report) with the appropriate federal agency and with the Board of Higher Education.

15. All governing boards schedule, as a regular agenda item, affirmative action matters, including progress against affirmative action goals and objectives.

16. Affirmative action reporting systems be tied, but not limited, to the budget review process by all governing boards and the Board of Higher Education, and that the Board of Higher Education appoint both an affirmative action staff and a standing affirmative action committee to monitor affirmative action progress in Illinois higher education.

CHAPTER II

THE CURRENT STATUS OF AFFIRMATIVE ACTION

A. GENERAL IMPRESSIONS

If current conditions and practices continue unchanged, neither the findings about the present status nor the forecasts for the future of affirmative action appear very optimistic. Only if institutions re-order priorities, work at changing attitudes and use differently the dollars they are committing to affirmative action-related efforts will we see any significant movement toward equity in employment opportunities and education for all persons of potential in Illinois' public colleges and universities.

Today, most of the institutions have designated an affirmative action officer. Most have re-worked their policy manuals to remove discriminating language, and to insert sentences declaring themselves nondiscriminating equal opportunity institutions. Most now respond to the once-a-year federal compliance reports. Most have prepared a written policy statement declaring their good intentions. Some have a written affirmative action plan. Only a few make annual affirmative action progress reports to their governing boards. More each year are faced with grievance cases and legal suits filed by individuals. Few, if any appear to assign affirmative action high priority status.

The Committee's impression is that the bulk of present efforts is spent doing what is minimally required to comply

with the letter of the law, to maintain appearances and to defend the institution in grievance procedures.

Institutions have been reticent about assuming the leadership for publicly reporting their own affirmative action progress or lack thereof. This has invited growing numbers of inquiries and survey requests to be made of them by national, state and on-campus bodies. Administrators gave the impression of grudgingly responding to most of these requests at first, often complaining about the time and money involved. The current response trend is passive resistance--a long delayed response from some, an incomplete or partial response from others, and from some nothing.

The attitudes of administrators toward affirmative action is lent support by the failure of the Department of Health, Education and Welfare (HEW), a federal compliance agency, to enforce federal regulations and guidelines. It seems unlikely that HEW will exercise its compliance authority in any significant way in the near future.

Current economic conditions and the tapering growth of higher education add to the bleak prospects that rapid progress will be made. Even under the most ideal conditions, certain aspects of affirmative action can advance no faster than permitted by the time constraints required for their own metamorphosis.

The outlook for affirmative action can be more promising but it will require more commitment and concerted effort of Illinois higher education administrators and leaders to make it so.

B. SOME STUDY FINDINGS AND OBSERVATIONS

As part of its review, the Committee asked IBHE staff to examine documents on hand in the Board office for additional data applicable to its study topic. Appendix C contains a selected list of documents examined for usable data and information. Presented below are findings gleaned from five studies and some of the general observations extracted from some affirmative action reports. The studies address the subjects of student enrollments, degrees conferred, faculty rank and salary, administrative titles and salary. All of the studies and surveys except those concerning student enrollments follow the pattern of most, if not all national surveys to date--they do not include data on minorities. The Committee's investigations uncovered minimal data regarding minority employees. The testimony it received indicates there is a lack of opportunity in employment.

1. Compliance Report of Institutions of Higher Education Under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972: Student Enrollment Survey, Fall 1974, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 1974.

All thirteen public universities and twenty-seven of forty-eight public community colleges completed the survey. The survey reported enrollment data by sex and race within fields of study. (See Exhibits 5-10 in Appendix B). When comparing the percentages of black, American Indian, Asian American, and Spanish-Surnamed

American persons in the student population to their percentages in the total State population the following trends appear:

1. The percentage of blacks enrolled in public universities (9.3%) is less than the proportion of blacks in the total State population (12.8%), whereas, the percentage of blacks enrolled at community colleges (13.6%) is greater than the proportion in the State population.

2. The percentage of American Indian students enrolled in public universities (.19%) and the percentage of American Indian students enrolled in community colleges (.25%) approximate the same percentage as is in the State population (.1%).

3. Asian American enrollments for public universities (.93%) are slightly above the proportion of Asian Americans in the State population (.3%) and the population proportion is approximately the same as the percentage of Asian Americans enrolled in community colleges (.29%).

4. Both the public university percentage (1.2%) and the community college percentage (1.4%) of Spanish-Surnamed students enrolled is below the proportion of Spanish-Surnamed in the total State population (3.4%).

5. The percentage of total females (minority and majority) enrolled in public universities (45%) and the percentage enrolled in community colleges (51.2%) are below the proportion of females in the State population (51.5%). Conversely, the percentage of total males (minority and majority) enrolled in public universities (55%) and the percentage enrolled in community colleges (48.8%) are above the proportion of males in the State population (48.5%).

When examining female student enrollments by fields of study, the fields chosen most frequently by females were education, business management and social science respectively.

Enrollment by program level shows the following trends:

1. Bachelor Program

The first choice of male students is business management; social science is their second choice. First choice for

females is education; business management is most frequently their second choice.

2. Master Program

The same trends exist at the master level as at the bachelor level.

3. Doctorate Program

Males most frequently chose physical science first and social science second. Females still chose education first, but they chose social science second.

4. First Professional Program

Males and females both most frequently chose law first and medicine second.

5. Part-time Graduate Program

Males are scattered among education, business management, social science, engineering and biological science. Females are concentrated first in education and split among business management, and biological science as a second choice.

Enrollment of minority students for all fields of study indicate that males chose business management, education and social science respectively, and females chose education, social science and business management respectively. Enrollment of all minority students, male and female, by program level shows the following trends:

1. Bachelor Program

Minority students chose business management, education and social science and biological science most frequently.

2. Master Program

The top four program choices of minorities at the master level are business management, education, social science and social work.

3. Doctorate Program

Education, biological science, and social science were selected more frequently by minorities at the doctorate level.

4. First Professional Program

Law is chosen first and medicine is chosen second among minority students in first professional programs.

5. Part-time Graduate Program

Minority students chose education, social science and biological science more frequently.

2. Data Book on Illinois Higher Education, April, 1974, and April, 1975, State of Illinois Board of Higher Education, 1974 and 1975.

The Data Book's tables on Student Characteristics Data give a two-year look at student enrollment trends. The change in student enrollment at public universities from Fall 1973 to Fall 1974 shows a numeric increase in the total enrollment (undergraduate and graduate) of blacks, Oriental Americans, and Spanish-Surnamed students, and a numeric decline in enrollment of American Indian students. This trend is the same at public universities when looking at the percentage increase in the student enrollment. The change in student enrollment in the community college sector shows a numeric increase for all races. However, the percentage change in student enrollment shows an increase in black and Spanish-Surnamed students and a decline in the percent of American Indian students.

3. A Fact Book on Higher Education: Earned Degrees, American Council on Education, 1974.

This report shows a history of earned degrees in the United States by program level and sex. The national trend in degrees earned annually from 1961 to 1972 shows the following:

1. Bachelor

   Percentage of females receiving a bachelor degree increased from 40% (154,377 degrees) to 44% (390,479 degrees). The male percentage decreased from 60% (228,445 degrees) to 56% (503,631 degrees).

2. Master

   Percentage of females with a master degree increased from 31% (26,184 degrees) to 41% (102,689 degrees). The male percentage decreased from 69% (58,705 degrees) to 59% (150,085 degrees).

3. Doctorate

   Percentage of females with doctorate degrees increased from 11% (1,245 degrees) to 16% (5,274 degrees). The percentage of male doctorates decreased from 89% (10,377 degrees) to 84% (28,095 degrees).

4. First Professional

   Percentage of females with a first professional degree decreased from 11% (4,093) to 6% (2,753 degrees). The percentage of males increased from 89% (33,570 degrees) to 94% (41,021 degrees).

Comparable data regarding minorities were not included.

4. Salaries in Community and Junior Colleges, 1973-74, and Salaries in Universities and Colleges, 1973-74, National Education Association.

Data submitted in the survey substantiate the observation that few women are in administrative positions, and in high-level administrative posts in particular, in Illinois public colleges and universities. Seventeen of forty-eight Illinois public

community colleges responded to the NEA survey. Women comprised 13.3 percent of their administrative staffs and were concentrated in positions of Chief Librarian, Registrar and Dean of Adult Education. The average salary for community college women administrators was $16,995; for men, $21,092. Eleven of thirteen public Illinois universities responded to the NEA survey. Women comprised 6.1 percent of their administrative staffs and were concentrated in positions of Dean of Nursing and Dean of Home Economics. The average salary for university women administrators was $22,437; for men, $28,335. The survey did not request similar data regarding minorities.

5. Mean Salaries of Employees in Institutions of Higher Education, Higher Education General Information Survey (HEGIS), U.S. Office of Education, 1974.

The U.S. Office of Education's HEGIS survey reflects salary data by sex for faculty on a 9-10 month contract. This information was submitted by all Illinois public universities for 1974-75. For Illinois, the HEGIS data shows that women faculty are predominantly at the levels of assistant professor, instructor and associate professor respectively. Generally, male faculty earn more than female faculty. However, the lack of data regarding all factors related to salaries, plus the disproportionate number of men to women in any one rank make more specific salary comparisons and conclusions impossible.

6. 1974 Affirmative Action Reports of Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University and Western Illinois University to the Board of Governors; and 1974 Affirmative Action Reports of Illinois State University, Northern Illinois University and Sangamon State University to the Board of Regents.

Board of Governors and Board of Regents institutions reported generally that: (1) women are underrepresented in administration and that women receive lower salary; (2) women are found in lower academic ranks; (3) there is a clustering of people in certain civil service jobs (e.g., clerical is mainly female); (4) there is a lack of upward mobility in administration, faculty and civil service for women and minorities; and (5) there is a need for advisors and counselors to encourage women and minorities to enroll in discipline areas which they traditionally have avoided.

CHAPTER III

AFFIRMATIVE ACTION BARRIERS AND RECOMMENDED COURSES OF ACTION

As a first step toward the Committee's identification of barriers to affirmative action, a survey questionnaire was mailed to 759 persons directly employed in or concerned with Illinois higher education. (See Appendix A). The survey responses provided the foundation for further committee study and discussion. All available data, documents and reports at hand were reviewed, and interviews were sought for further enlightenment about each of the barriers identified most frequently in the survey. From all that it reviewed, the Committee selected five general groups of barriers for discussion in this report. They are:

-- attitudes
-- pre-employment practices
-- employment practices
-- student enrollments
-- public accountability

Discussion and recommendation for removal of each follow.

The Committee considers it possible for institutions and boards to rid themselves of the following barriers within the next few years. This does not mean that institutions' affirmative action endeavors should be limited exclusively to the topics and recommendations set forth in this report. The recommendations of this report are not intended or presented as being all-inclusive remedies.

A. ATTITUDES

Attitudes are the major barrier to ending discrimination and advancing affirmative action in Illinois higher education. The pervasive institutional attitude toward affirmative action ranges between neutral and negative. It is reflected both in how and what is or is not said and done, and thereby communicates the general lack of value and status assigned to affirmative action throughout our system of higher education. Neutral attitudes toward higher education's affirmative action obligations surface in such comments as: "I know there is such a thing--have some vague idea of what it is, but it is nothing that applies to us. It is someone else's responsibility. There is an office on campus that handles that area." The more negative attitudes emerge in such comments as: "This is another federal infringement on our institutional autonomy. It forces us to lower our standards. It is nothing more than a bothersome, costly exercise."

If by their attitudes, members of a board of trustees convey to a president their unreadiness to approve a black, a latino, a woman for an administrative position, chances are good in the near future that such persons, no matter how qualified, will not be recommended for an administrative post. If a chief campus administrator takes advantage of a formal meeting with his college deans and other campus leaders to emphasize that the only dimension he sees to affirmative action is its infringement on institutional autonomy, chances are good that affirmative action will consist

largely of report-filing and other perfunctory matters on that campus. These two situations are not fictitious. They are first-hand experiences reported by respondents to the survey conducted.

Responses received from institutional officers to the same survey add to one's concern about leaders' attitudes toward affirmative action. Asked to participate in the survey were system and agency heads, chairpersons of all governing boards, and all presidents and chancellors of public colleges and universities in Illinois. Over half of these key leaders did not reply. Of those who did, about half of them gave one of two replies: (a) they knew of no barriers to affirmative action in employment or student enrollments, or (b) they dismissed the question with the answer that their institution has an affirmative action plan, or officer or policy.

Among the responses of faculty and nonacademic employees who participated in the survey, attitude was one of the most-frequently mentioned barriers to affirmative action. As might be expected, attitudinal problems also underlay many other practices which respondents identified as barriers. Included in these were: sex stereotyping jobs; the insensitivity of supervisors to problems facing their minority and female employees; the overburdening of women and minority faculty members with on-campus service activities, but demanding research and publication for tenure and promotion; using job advertisements as window-dressing; requiring administrative experience of minority and female candidates for an administrative post when the same qualification is not required

consistently of white males; an institution's out-right refusal or making it very difficult for interested persons to gain access to affirmative action-related data.

The difficulty of obtaining data was experienced first-hand by this study committee. The Committee requested data from system offices, coordinating boards and agencies regarding their employees. Responses to this request provided further insight into the subject of attitudes. Three offices provided all requested information. One submitted the major portion of the requested data. Two offices submitted self-selected items of information which were insufficient for analysis. Two offices did not respond. In short, those that provided the least or no information together account for the governing system offices of all thirteen public universities.

It appears that the actions and statements of key institutional officers, in casual as well as formal situations, are helping to construct and reinforce an institutional atmosphere of attitude consensus. If its leaders do not assign priority to affirmative action as an institutional value and goal, affirmative action will not be embraced as an institutional value by the rest of the community.

Recommendations

The Committee recommends that:

1. affirmative action be assigned priority as an institutional value of and by all Illinois higher education agencies,

offices, coordinating and governing boards, colleges and universities;

2. the Board of Higher Education adopt the above recommendation as one of the primary goals for Illinois higher education in Master Plan Phase IV;

3. the chief administrative officer of each system and campus affirm the value the institution is placing on heightened efforts to assure nondiscriminatory practices and to advance affirmative action by:

(a) holding accountable all administrators, academic and nonacademic, for affirmative action progress or lack thereof in their unit or area of responsibility, and

(b) establishing special provisions for affirmative action in the institution's budget

Implementation Guidelines

As a time guideline for implementation, Recommendations 1, 2 and 3a. reasonably could begin immediately. Recommendation 3b. could begin with the FY1977 budget.

Other Suggested Courses of Action

1. Top-level administrators could do much to convey the importance of affirmative action as an institutional value through their day-to-day informal conversations with campus personnel. Noting to a colleague the successful affirmative action efforts of Department X can convey what is institutionally valued as effectively as calling the colleague's attention to the research grant obtained by Department Y.

2. Chief administrators may find it useful, if not necessary, to develop and announce incentives to encourage administrators at all levels to fulfill their responsibility to establish affirmative action as a priority concern. In turn, it would be advisable also to inform them of the consequences to be enacted should they disregard or resist the institution's affirmative action obligations.

3. Institutions are urged to assume leadership in heightening community awareness and encouraging a positive response from the local community to such problems and needs of minority students faculty and staff as housing, banking, other business services and the support that issues from positive action.

B. PRE-EMPLOYMENT PRACTICES

Institutions, through their affirmative action offices, have made attempts to review their written policies and procedures and to alter or abandon those considered discriminatory or arbitrary. Some institutions' affirmative action officers also have attempted to introduce new procedures as part of the institution's compliance efforts. Despite those procedures, this study identified several pre-employment practices that act as barriers to affirmative action. Two of these were cited so often by survey respondents that each is treated separately below. The remainder are discussed as a group in a following third section.

1. On-Campus Job Advertising: Inadequate or Lacking.

The need for on-campus job advertising issues from a number of related circumstances, practices and needs. Administrators consistently name three circumstances that impede their affirmative action efforts: the small pools of qualified minorities and women, a declining rate of job turnover and of

newly-created positions, and budgetary constraints. What are seldom mentioned by this group are two of the opportunities their own campuses provide: an at-hand pool of employees who have qualifications for positions other than those they hold; and in the case of universities, the annual pool of masters and doctoral graduates being produced by the institution. Also not generally mentioned are those administrative positions, some newly-created as well as established ones, that are being filled without any formal recruitment, announcement or search procedures.

What administrators apparently have overlooked is the opportunity to make more and better use of persons on their own campuses. To do so requires making employees and graduating students aware of on-campus job opportunities.

The Committee found two encouraging indications that some institutions are aware of the need for on-campus advertising: the recognition of such need in some universities' affirmative action plans, and some institutions' attempts to provide on-campus advertising at least of newly-created positions. However, the frequency with which the Committee heard about the lack or inadequacy of job advertising on many campuses suggests the continued need at each institution for a system of on-campus advertising that is inclusive of <u>all</u> jobs available, widely broadcasted among all employees and graduating students, and presented in a regular, continuing and readily-identifiable format.

Recommendations

The Committee recommends that all institutions:

advertise on-campus in the campus newspaper or other weekly print media, all available jobs in administration, faculty and nonacademic/civil service areas. It is further recommended that a complete description of the advertised job and its requirements be placed on file for use by prospective on-campus applicants as follows: (a) all advertised positions--in the affirmative action office and the graduating student placement office, (b) all civil service/nonacademic positions--in the personnel office, (c) all administrative and faculty positions--in the specific department office.

Implementation Guidelines

The above recommendation should begin in calendar year 1976.

2. Job Stereotyping.

Job stereotyping is particularly prominent in the civil service/nonacademic area, and is one evidence of the attitudinal problems discussed earlier. It is a way of thinking and the perpetuation of a system that assumes certain types of jobs are primarily for specific groups of people. Accordingly, minorities tend to be clustered in those nonacademic job classifications designated as service occupations. Institutions' clerical positions are assigned almost exclusively to women. White males

dominate those job classifications designated as administrative-managerial and as skilled crafts.

The administrative office of the University Civil Service System (UCSS) reports that it is attempting to eliminate cultural bias from its examinations and to remove sex designations in job titles. A UCSS representative told this Committee that, to date, these efforts have been concentrated in such job classifications as clerical, custodial and food service areas which, together, constitute roughly fifty percent of all UCSS jobs. These correctional efforts need to continue without delay so that all classification examinations are free of bias and all job titles free of sex stereotyping.

Another serious problem is the job stereotyping done in pre-employment interviews by institutional personnel, notably interviewers in nonacademic personnel offices and supervisors in both nonacademic and academic units. As a result, most nonacademic job applicants never know the full range of opportunities that might be open to them at the time they apply for work. Secondly, certain job classifications continue to be over- or underrepresented with minority and female employees. And ignorance of other opportunities within the system continues to exist among those persons employed in it.

The affirmative action plans and reports of some institutions evidence an awareness of job stereotyping practices on their campuses. But in the written affirmative action plans of one

decisions, counsel and conduct of administrators, supervisors and job interviewers which evidence sex and race stereotyped concepts about job types.

Implementation Guidelines

Implementation of the above recommendation should begin in calendar year 1976.

3. Other Pre-Employment Practices.

a. Lack of written policies and procedures.

In many instances, institutions' affirmative action obligations are being ignored in the procedures used to search, recruit and hire persons for administrative and faculty positions. Some hiring is being done without benefit of search committees or open search; some search efforts are begun without written descriptions and requirements for the position; some written job descriptions continue to be discriminatory in the language used; and some institutions have no means for determining a department's adherence to affirmative action procedures other than an after-the-fact report. Unless, and until all potential search committee members are informed in writing of the affirmative action requirements related to these pre-employment procedures, arbitrary search and recruitment practices will continue, whether out of resistance to or ignorance of affirmative action obligations.

Recommendations

It is recommended that each institution:

establish a written policy, which is made known to all academic employees, that stipulates those procedures that must be followed to conduct search, recruitment and hiring for academic positions. It is further recommended that all departments and hiring units be provided written step-by-step details of the procedures set forth in the above policy statement.

Implementation Guidelines

Work on the development of the written policy and the procedures should begin at once in order that both might be in the hands of designated personnel on or before the start of the 1976-77 academic year.

b. Misuse of off-campus job advertising.

Colleges and universities have been encouraged by federal guidelines to advertise administrative and faculty positions in scholarly journals and in higher education newspapers such as the Chronicle of Higher Education, as well as other print media. The good-faith objective of such advertising is to extend opportunity to a wider audience of qualified candidates. The unsatisfactory experiences of persons who respond in good faith to the advertisements are one evidence of some institutions' misuse of ads. Unfortunately,

many institutions appear to be placing job-opening advertisements for quite a different reason--that is, simply as an involuntary compliance formality. Beginning research findings confirm this.

Recommendation

It is recommended that:

in view of indicators that some off-campus advertising of jobs is mere window-dressing, boards and institutions more closely monitor advertisements placed in their names, and take whatever action possible to prevent advertisement placements that abuse affirmative action principles.

Implementation Guidelines

The above recommendation should begin in calendar year 1976.

c. University Civil Service "Rule of Three".

A substantial number of the University Civil Service System's regulations and practices fall at cross purposes with affirmative action objectives. While it is this Committee's opinion that the entire complex system of University Civil Service rules deserves careful study and review, the "rule of three" is one illustrative problem. University officials rely heavily on written examinations as one procedure for selecting candidates for most job classifications.

The rule of three stipulates that those candidates holding the three highest test scores on the register for a given job must be certified to a prospective employer and that the employing official must select as an employee one of those persons holding the highest scores.

Minority persons do not always score well on these written examinations, some of which contain cultural bias. Thus, in some instances, the test is not how well the individual could perform the job, but how well she/he takes a test. Consequently, the "rule of three" has the effect of eliminating some otherwise-qualified persons from candidacy.

Recommendation

It is recommended that the Board of Higher Education: take leadership in the formation of a task force to conduct a thorough-going study of the University Civil Service System, giving special attention to those aspects of the system, its rules and practices that impede affirmative action.

Until such a review is effected, this Committee recommends that the University Civil Service System provide options other than the present combination of written examinations and the rule of three whereby more minority persons can qualify for job classifications in which they are under- or unrepresented.

Implementation Guidelines

The above recommendations should be initiated in early calendar year 1976 and completed early in 1977.

C. EMPLOYMENT PRACTICES

While the Committee has avoided focusing this report on long-term needs and affirmative action goals, one long-range employment goal is of such major importance that the Committee feels it should be mentioned here at least briefly. The need is to increase significantly the representation of minorities and women throughout all levels and ranks of higher education employment.

Minorities and women are underrepresented and underutilized on most if not all of Illinois' higher education staffs--those of coordinating and governing boards, of system offices, agency offices, and two and four-year institutions. They are underrepresented at both faculty and administrative levels. Within faculties, they are totally absent in some fields and disciplines. Those that are in faculty and administrative positions are concentrated in the lower ranks and hold the lesser titles. The clustering of minorities and women in two nonacademic classifications was noted earlier. Regardless of job type--civil service, faculty or administration, Hispanic persons especially are underrepresented.

With all due respect to labor force and financial conditions, this Committee concludes that offices, boards, and institutions have not made serious efforts to search for and consider qualified minorities and women for the few positions they do have open. The Committee also feels these same bodies have not made the necessary efforts to advance those minority and women administrators, faculty and nonacademic employees who either hold the qualifications or show potential for assuming higher-level positions of responsibility.

The remainder of this section addresses those employment practices that are barriers which the Committee believes can be rectified in a short span of time.

1. Salary Practices.

Salary inequities do exist in Illinois higher education. Inequitable salary disparities exist in individual instances for women and men of all racial-ethnic groups across all levels of employment--administration, faculty and civil service. However the problem appears to be most evident in women's salaries, both in frequency of inequity and degree of salary disparity.

Salary data available to the Committee are not comprehensive enough to state categorically that there is a widespread pattern of salary inequity. However, the following factors indicate that inequities do exist:

a. data and problem analyses contained in institutions' affirmative action plans and studies,

b. employee data requested and received by this Committee from board, system and commission offices,

c. information obtained through the survey conducted by the Committee,

d. evidence of salary disparities between job classifications in the University Civil Service System,

e. first-hand knowledge of situations at several institutions,

f. the findings of independent research studies done at several institutions, together with such reports as those of the Illinois Commission on the Status of Women (1973, 1975), the Citizens Review Committee (1973 for IBHE), the annual faculty survey conducted by the American Association of University Professors (AAUP).

Two specific aspects of salary-related (and promotion) practices impact especially on women and minority faculty members. Generally, decisions regarding the salary increase or promotion in rank of university faculty are made departmentally, by faculty committees. Minorities and women are not always represented on salary, promotion and tenure committees. They, perhaps more than white males, also are adversely affected by one practice in the decision-making process of some departmental salary and promotion committees--the assignment of varying weights to the committee's decision criteria.

All university faculty salary increases and promotions tend to be based on considerations of the amount and quality of teaching, community and campus service, research and publication. The committees who make their decisions at the end of the teaching year, often appear to arbitrarily assign varying weights to the

importance of one criterion over another from one year to the next. The result: one year a faculty member may receive little salary increase because he or she had not published; the person concentrates on increasing his/her number of publications the next year only to learn at year's end that the committee rewarded outstanding teaching and public service.

Since women and minorities already tend to be at the lower levels of rank and salary, they also tend to be the hardest hit by these practices. In short, they are not included in the decision-making process, and they tend to profit the least and the least-often from the decisions made.

Recommendations

It is recommended that boards and institutions:

institute a system of biennial salary analysis studies and alternating biennial salary equalization plan--together with corresponding biennial rank and title analysis studies and equalization plan, by which to regularly review and make necessary equity adjustments in salary and title of administrative, faculty and nonacademic employees.

Implementation Guidelines

It is suggested that salary and promotion analysis studies be conducted biennially in odd-numbered fiscal years; and that salary and promotion equalization be done in even-numbered

fiscal years. Accordingly, institutions should begin salary and promotion studies in fiscal year 1977.

2. Promotion Practices.

As already suggested in the preceding section, minorities and women also experience promotion inequities. In faculties, they are clustered in rank at the assistant professor level and below. Advancements in rank appear to be slower for them than for white males.

In administrative positions, women and minorities are under-represented at all institutions. On some campuses, there are none to be found in administrative roles above the level of department head. Minorities and women are being told by institutions that they must have the terminal degree and prior administrative experience to qualify for even the lowest, entry-level administrative positions. With institutions holding such expectations, where are women and minorities to acquire the necessary experience? And why have the same qualifications not been uniformly required of white males hired for such positions?

Upward mobility opportunities for civil service employees are especially sparse. As noted earlier, the majority of minorities and women in civil service jobs are over-represented in job classifications that are low-paying and limited in advancement opportunities. Additionally, since there is no comprehensive position classification plan, job requirements are not consistent

between classes; and narrowly-defined promotional lines, together with heavy emphasis on seniority, make mobility across occupational lines difficult. It is not surprising, then, to find minorities and women either absent from or notably underrepresented in supervisory roles, in jobs where entry is controlled in effect by trade unions, and in other select, higher-paying civil service positions.

Tending first to those institutional practices which keep capable and qualified persons in low-level positions may provide a partial answer to administrators' concerns about the small pools of qualified women and minorities.

Recommendations

See above recommendations for salary practice barrier.

Implementation Guidelines

FY1977, as listed in guidelines for salary practice recommendations.

3. Equitable Grievance Procedures Needed.

Hopefully, institutional efforts to rectify other practices and needs set forth in this report will diminish, in time, the need for equitable internal grievance procedures. However, there is a need at present for every institution to have recorded as policy an equitable system of internal grievance procedures which is available to and which is made known to all employees.

Some institutions have no written, formal system of internal grievance procedures. Some who have them, have procedures that stop short of assuring the employee a fair hearing from an appeals body that consists of persons other than those involved in the decision or action being contested.

Employees need to know not just that there is an avenue of appeal, but also to know the step-by-step chronology of how to use the grievance system.

Recommendation

It is recommended that institutions:

1. establish written policies and procedures for an internal system of equitable grievance procedures for all employees. It is suggested that the final appeals body consist of persons other than those involved in the action/decision in question. Detailed steps to be followed by both the employee and appeals bodies in such grievance actions should be made available to all concerned.

2. make provision through written policy for employees to have access to their personnel files.

Implementation Guidelines

It is suggested that the above recommendations be initiated and in effect no later than the beginning of the 1976-77 academic year.

4. Other Employment-Practice Barriers.

a. Tenure.

Today, institutions are providing fewer and fewer opportunities for new faculty members to secure appointments that are tenure-track positions, and they are denying tenure to increasing numbers of those junior faculty who have completed the customary probationary period. Current institutional tenure practices are at cross purposes, therefore, with their affirmative action goals and efforts. Newcomer minorities and women are effectively shut off from the security offered by tenure; in fact, they are often given contract appointments clearly designated as non-tenure positions.

Recommendations

It is recommended that the Board of Higher Education:

establish a task force to study current tenure practices, especially as they relate to affirmative action.

Implementation Guidelines

It is suggested that the above recommendation be initiated in early 1976 and completed in early 1977.

b. Contracting and vending obligations.

Higher education institutions are not involved directly in the hiring of those persons employed by businesses from whom the institutions contract construction work; catering, custodial and vending services; or from whom they make purchases. However, the contracts they make for such goods and services do oblige them to be at least indirectly concerned with the employment practices of their contractors. An on-site visit to almost any campus construction project to visually survey the racial-ethnic and sex composition of the work force suggests that the contracting parties have not given sufficient attention to their affirmative action obligations.

Recommendations

It is recommended that institutions:

review in advance of all contractual agreements a copy of the contractor's affirmative action plan, and refuse to contract with companies having discriminatory hiring practices.

Implementation Guidelines

It is suggested that the above recommendation be initiated in calendar year 1976.

c. Pools of qualified applicants needed.

As this study's survey respondents noted so frequently, larger pools of qualified minorities and women are needed from which institutions can draw applicants for academic positions. Respondents also cited the following as contributing factors to the small pool of women: historically, their advanced degrees have been in education, the humanities and the arts; few have administrative experience; and family commitments restrict them to a geographical area. Of these factors, the most significant is likely their field of doctoral study. Among reasons cited for the small pool of minorities were: difficulty identifying candidates who are minorities; few minority applications received; jobs offered to some have been turned down; numbers enrolled in doctoral programs in the United States remain low; and qualified minorities are clustered in a few disciplines.

Data taken from a brief first report on racial-ethnic groups receiving the doctorate in 1973 show small numbers of minority doctorates being produced annually. Table 1 contains that data.

Clearly, the time needed to educate enough minorities and women--and to encourage their pursuit of doctorates in fields where they are underrepresented, makes significant expansion of institutions' applicant pools a long-term

TABLE 1.

DATA ON 1973 U.S. CITIZEN DOCTORATE RECIPIENTS BY RACIAL-ETHNIC GROUP

U.S. Citizens by Racial-Ethnic Identification, Receiving Doctorates in 1973

White	- 26,400
Black	- 760
Oriental	- 320
Latin	- 228
American Indian	- 148

1973 U.S. Citizen Doctorate Recipients Employed in Educational Institutions

White	- 11,429
Black	- 416
Oriental	- 83
Latin	- 100
American Indian	- 70

Percentage Distribution of Racial-Ethnic Groups by Field Among 1973 U.S. Citizen Doctorate Recipients

	Engr, Math & Phys Sci	Life Sci	Psych	Soc Sci	Human's & Arts	Pro-fessions	Edu-cation
White	22.8	14.1	8.3	10.0	17.7	4.3	22.8
Black	8.6	9.0	3.9	6.5	9.4	3.1	59.5
Oriental	42.1	24.3	5.7	10.5	8.1	3.2	6.1
Latin	14.8	15.9	9.1	8.5	26.7	.6	24.4
American Indian	15.8	14.9	8.8	10.5	18.4	.9	30.7
Total	22.1	14.2	8.2	9.8	17.1	4.3	24.2

Source: Commission on Human Resources, National Research Council. Minority Groups Among United States Doctorate-Level Scientists, Engineers, and Scholars, 1973. Washington, D.C.: National Academy of Sciences, December 1974.

endeavor. This is all the more reason, therefore, for Illinois institutions to maximize the existing opportunities to better utilize the pool of qualified persons they have at hand on their campuses.

Recommendations

It is recommended that all institutions:

1. make the best possible use of their female and minority academic personnel,

2. encourage minorities and women (through tuition and fee waiver, released time, administrative training experiences) to acquire the education or experience needed to qualify them for improved positions within the institution,

3. recruit and retain as employees more of their own promising minority and female graduates, and

4. redouble their efforts to recruit and graduate more minorities and women with terminal degrees, especially in fields where traditionally they have been underrepresented in both student and employee status.

Implementation Guidelines

The above recommendations should be initiated during the 1975-76 and 1976-77 academic years.

Other Suggested Courses of Action to Remove Employment Practice Barriers

1. Salary and Promotion Practices.

a. Institutions are encouraged to instruct academic departmental salary and promotion committees to determine and make known to all department members at the beginning of an academic year, what weights will be assigned to such criteria as publication, teaching, community service in the committee's end-of-year salary increase decisions.

b. It has been noted that, on most Illinois campuses, minorities and women rarely if ever gain entry to the higher-paying civil service skilled crafts and trades positions where entry is controlled, in effect, by trade and craft unions. It is suggested, therefore, that colleges, universities and the University Civil Service System administration cooperatively initiate steps to resolve this problem, including persuasive efforts to secure the cooperation of trade unions to open apprenticeship programs and union membership to minorities and women.

c. It is suggested further that institutions provide learner-training programs in management and supervision as one means by which civil service women and minorities can gain the skills needed to qualify for supervisory positions.

D. STUDENT ENROLLMENTS

The three most-frequently mentioned affirmative action barriers that have impact on student enrollments are problems regarding the population size of minority and female students, academic and career counseling, and financial aid. Each is discussed below.

1. Minorities and Women.

As suggested in previous sections of the report, the recruitment, enrollment, retention and graduation of minorities

and women from graduate-level programs, especially in certain fields, are a major factor in the long-term solution to two interrelated problems. From the perspective of minority and female persons, it means expanded employment opportunities in addition to the other benefits education provides. For academic institutions and other employers, it helps resolve the problem of . . . inadequate pools of qualified applicants.

The enrollment trend over the last two years shows numeric and percentage increases of all minorities except American Indians in the total enrollments, undergraduate and graduate, in Illinois institutions. A not-so-encouraging sign is another enrollment pattern for women and most minorities at Illinois universities: the more advanced the degree program, the lower the percentage of their representation in full-time total enrollment. One might expect to find that the percentage of minorities and women represented in doctoral degree program enrollments would be greater than the percentage in first-professional degree programs (i.e., law, medicine, dentistry), given the broader range of subject fields offering the doctorate. This holds true for women, not for minorities. Thus, while the total number of enrolled minorities and women need to increase at all graduate levels, it may be that institutions also need to examine why they are not enrolling more minorities in doctoral programs and why they are not enrolling more women in first-professional programs. Data on 1974 Illinois student enrollments also reveal that percentages of women and

minorities enrolled in part-time graduate study (masters and doctorate) equals or exceeds their percentage in undergraduate enrollments. There are insufficient data to know the reasons for or the significance of this phenomenon.

At the undergraduate level, two items should be mentioned. Beginning about 1969, several institutions developed educational assistance programs. These were designed to provide a means for helping persons gain access to higher education whose prior educational and cultural experiences were such that they would be denied entry as a student through standard admissions criteria. To date, these programs primarily have served black students. There is a need for all such programs to extend their services especially to latino students, and to include Latinos on their staffs. Secondly, institutions must guard against the attitude that their educational assistance programs are their major avenue for increasing undergraduate minority enrollments. Failure to actively recruit minority students is to ignore the institution's affirmative action obligation.

To some observers of current national economic and employment conditions, increased recruitment and graduation of more minorities and women with advanced degrees may be seen as a counter-productive effort that only results in adding to the numbers of the educated underemployed. The Committee is aware of this possibility. It is aware, too, that minimum educational requirements for jobs of all types are pushing upward. Jobs once requiring high school

graduation now require a baccalaureate degree. Colleges that once required a master degree for some faculty and administrative positions now require an earned doctorate. And higher education institutions continue to report inadequate pools of qualified minorities and women for academic openings, especially in some fields.

Future desirable job opportunities may be limited, but opportunities for minorities and women surely will not increase if they do not have the minimum educational requirements needed to compete for those more desirable positions.

Recommendations

It is recommended that all institutions:

1. heighten efforts to recruit and retain minorities and women for graduate level study in fields where they historically have been under- or unrepresented.

2. revamp institutional rules and informal policies concerning admission, degree and residency requirements to accommodate persons whose economic conditions or family circumstances necessitate their studying on a part-time basis.

3. abandon any rule or informal policy that, in effect, discriminates against aspirants to graduate or professional study because of their race, sex or marital status.

4. extend the services of campuses' educational opportunity programs to more Latino undergraduates and, accordingly, expand the representation of Hispanic persons on those program staffs.

5. make maximum efforts to recruit more minority undergraduate students through regular admissions channels.

Implementation Guidelines

It is suggested that the above recommendations be initiated during the 1975-76 academic year.

2. Academic and Career Counseling.

Behind the need for changes in academic and career counseling lie the traditional choice patterns of minority and female students regarding field of study. Both groups' historical tendency to confine their academic preparation and career choice to a limited range of fields also accounts for part of the interfacing problems of limited employment opportunities and limited applicant pools. Historically, women and blacks, for example, have tended to concentrate in the fields of education, the humanities and the arts. They have opted for specific disciplines within the social sciences and notably have been absent from such fields as the biological and physical sciences, mathematics and engineering.

Illinois student enrollment data for 1974 indicate very little shift in the trends of minority and female students' choice of study fields. The only notable changes are the introduction

of business management and biological science as more frequent choices of both groups.

One of the reasons women and minorities choose such a limited sphere of study is likely the results of acculturation--the attitudes, expectations, stereotypes held by the students, their parents, teachers and influential others. Another reason is the impact of common school advising and counseling upon students' choices of high school courses and their future academic and/or career aspirations. There is also evidence from national studies to suggest that, as college undergraduates, they are discouraged from entering traditionally white male fields. The discouragement is related to two factors: they have no "role models" (i.e., persons of their own sex or racial/ethnic group) among the faculties in these fields; and they receive no encouragement from their faculty advisors to make academic and career choices that capitalize their abilities and interests, or to continue on into graduate study.

There is another form of discouragement that is closely akin to advisement shortcomings which must be mentioned. It is those institutional rules and informal policies that discourage admissions with degree status for part-time graduate study.

Recommendations

It is recommended that institutions:

1. develop the necessary policies and practices needed (a) to bring about more positive attitudes among administrators and faculty in traditionally white male fields, and (b) to bring about a more informed and supportive posture among advisors and counselors regarding the educational needs, interests and aspirations of minorities and women.

2. insist that academic advisors and career counselors discard race and sex stereotyped concepts of careers and fields of study; familiarize themselves with current trends; and encourage female and minority advisees not only to enter "new" fields in which they have ability and interest, but to pursue and complete graduate study therein.

3. make special provisions for minorities and women to help them overcome prior educational deficiencies, especially in mathematics, in order to promote their entry into "new" fields of study and to give them a reasonable opportunity to succeed in those fields.

4. initiate and nurture a closer working relationship and information exchange with public school representatives to jointly seek ways of alerting junior and senior high school students to a wider range of options and opoortunities than those they have sought traditionally.

Implementation Guidelines

It is suggested that the above recommendations be initiated during the 1975-76 academic year.

3. Financial Aids.

Some respondents to this Committee's survey identified financial aid as an area that continues to be a problem, especially for minorities. At the same time, the Illinois State Scholarship Commission (ISSC) reports that over time the percentage of awards given to minority students has increased. In the Commission's 1975 Annual Report, it indicated that of the awards distributed among students enrolled in public senior institutions in 1974-75, thirty percent went to minority students; and nearly forty-three percent of the awards distributed to public community college students went to minorities.

A recent Board of Higher Education study of financial aid recipients in all public and private institutions of higher education reveals other noteworthy information.

On the average, after all available financial aid is taken into account, undergraduate students must rely on such other sources as off-campus employment and parental or spouse contributions to meet the greater portion of their college costs. In fiscal year 1975 at public universities, the percentage of college expenses remaining after financial aid for a full-time undergraduate

averaged seventy-five percent. This is particularly significant when examining the data regarding minority financial aid recipients. (See Section A. of Table 2).

There is a wide variation in the distribution of financial aid by racial-ethnic groups, which likely relates primarily to financial need. A greater percentage of blacks and American Indians than the average receive more than one type of aid. Furthermore, the data suggest that a greater percentage of blacks, especially, and Latinos require loans to help meet college costs than is so for other racial-ethnic groups.

The BHE study also shows that the percentage of female graduate students who benefit from financial aid is less than the percentage of males benefiting in all categories of aid--gift assistance, loans and institutional employment. The percentage of women and men graduates who were employed by their institutions (usually in graduate assistantships) is particularly interesting, in view of the fact that institutional employment accounts for nearly two-thirds of all financial aid to graduate students at public universities. (See Section B. of Table 2). Although fewer women than men were enrolled in graduate study, twenty-nine percent of the women were employed; thirty-five percent of the men. Such factors as numbers of women who are part-time graduate students may account for some aid discrepancies by sex, but there is some indication that discrimination is at least a partial factor in the awarding of assistantships and gift assistance.

TABLE 2.

SELECTED DATA ON FY1975 ILLINOIS
STUDENT FINANCIAL AID RECIPIENTS

A. Percentage of Students by Race Receiving Financial Aid in FY75.

	Receiving Financial Aid	Receiving Gift Assistance	Receiving Loans	Employed by the Institution
Caucasian	46.5-47.9%	35.3-37.2%	10.0-10.1%	14.7-14.8%
Afro-American	64.1-64.8	56.6-61.4	17.9-18.0	15.9
Spanish Surnamed	52.9-53.4	40.5-48.2	14.5-14.6	13.7-13.8
Oriental	40.0-40.7	27.9-33.9	8.4	18.4-18.5
American Indian	39.6-40.4	35.8-39.0	9.0-9.1	18.0-18.1
No Indication	14.4-14.5	15.8-16.8	6.2-6.3	3.9-4.0
Total	40.4	34.3	9.1	14.9

B. Percentage of Students by Sex and Level Receiving Financial Aid in FY75.

	Percent of Total Males	Percent of Total Females	Percent of Total Enrolled
Undergraduates			
Receiving Financial Aid	42.3%	34.9%	38.7%
Receiving Gift Assistance	35.6	29.8	32.5
Receiving Loans	8.5	9.3	8.9
Employed by the Institution	11.9	14.2	13.0
Graduate Students			
Receiving Financial Aid	60.4	54.5	58.0
Receiving Gift Assistance	53.7	45.1	50.3
Receiving Loans	11.8	8.8	10.6
Employed by the Institution	35.1	29.4	32.8

Source: State of Illinois, Board of Higher Education, FY1975 Financial Aid Report, draft manuscript, August, 1975.

Students have advised the Committee that there is one particularly knotty problem related to financial aid. It concerns the federal requirement that federal gift aid to a student must be matched with either loan or work/study monies. This presents the students with little choice, they report, because banks are highly resistant to making student loans. Some institutions have tried to ease this situation for their students by putting their money only in those local banks that lend to students.

Two final concerns are not financial aids issues per se. They are mentioned here, however, because they are related issues and do introduce barriers that stand in the way of educational opportunity for some who desire it. One concern is the practice of some institutions to require part-time students to pay the same amount in student fees as is required of full-time students. A more equitable arrangement would be achieved if those institutions would scale their fee charges to the number of credit or course hours taken by the student.

Another barrier among those most-frequently cited by the study's survey respondents is the lack of day-care facilities on or near the campuses. Having access to no person or day-center that can help with the care of one's young children accounts for the interrupted, delayed or never-pursued education of some women. Rather than delay or deny these women the opportunity for higher education, it would be desirable if each institution would

cooperate with interested campus and community organizations to determine the need for a day-care facility for students' children and, where needed, lend assistance with the organization of a child-care center.

Recommendations

It is recommended that all institutions:

1. wherever possible, recognize and help meet the need of their students who must borrow by placing institutional monies only in those local banks that lend to students.

2. establish a graduated scale of student fees, the amount assessed to be based on number of course or credit hours taken.

3. cooperate with campus and community organizations in a study of the need for day-care facilities for students' children and, where need is evidenced, assist in the organization of such a care center.

It is further recommended that all universities:

1. study the pattern of their financial aid distribution among graduate students and take immediate corrective action where there are indications that women and minority students are not provided equal access to graduate aid. In particular, universities should determine: (a) whether minorities and women receiv fair proportion of fellowships, and (b) whether discriminatory practices account for any of the discrepancy between the lower

percentage of female graduate students and the higher percentage of graduate males receiving assistantships.

2. use some of their graduate fellowships to encourage minorities and women to pursue fields of study that traditionally have been white male fields.

Implementation Guidelines

The suggested time guideline for the implementation of the above recommendations is during the 1976-77 academic year.

Other Suggested Courses of Action

Four other possible courses of action which institutions might consider as means for addressing some barriers which affect students are:

1. Offering more course times and structures that aid the part-time student, e.g., Saturday and evening classes; once-a-week three-hour classes instead of one-hour classes that meet three times a week.

2. Including special arrangements during orientation week for older returning students in order to acquaint them with other age-peer students and with campus services available to help them with their special needs.

3. Rewarding and crediting professors for the one-to-one contact hours spent to provide academic advice and encouragement to students.

4. Sponsoring and inviting groups of first-year high school students to campus for two-three day orientations to acquaint them with fields of study and career options outside those traditionally known and selected. Special attention should be given to minority and female study and career needs.

E. NEED FOR PUBLIC ACCOUNTABILITY IN AFFIRMATIVE ACTION

There is a clear and pressing need for institutions, their governing boards and coordinating boards to exercise their individual and collective responsibility to report regularly and publicly the progress that is being made in affirmative action in Illinois higher education.

At present, no common statewide source exists of even the most rudimentary employee data needed for affirmative action purposes. To illustrate, what is the statewide distribution of faculty by sex, within racial-ethnic categories, by faculty rank? Currently, there is no single source from which to obtain this data.

One means by which to acquire such information would be to hand-retrieve it from data reported in the written affirmative action plans of institutions, governing and coordinating board offices and other higher education agencies. However, no written affirmative action plans exist for those boards and agencies with staffs. Early in 1975, of thirty-nine public community colleges who responded to an inquiry, fifteen stated they have written plans. Only nine of the thirteen public universities have written plans. Of the plans that do exist, there is variation in both the kind of data and the form in which data are presented. Some plans are more complete than others; some are written and organized in such a manner that they appear designed to purposefully confuse the reader. Given the above, it is not surprising to learn that,

on any given campus, there is a general lack of knowledge among employees and students about the institution's affirmative action policies and objectives or the status of their implementation.

The practice of institutions submitting regular, periodic affirmative action progress reports to their governing boards is not widespread. Only eight of the public universities submit an annual report to their boards, a practice begun in 1974.

Some institutions do not respond even to federally-required compliance reports. To illustrate, the federal 1975 compliance report on 1974-75 student enrollments was not submitted by thirty-nine private institutions or by twenty-one public community colleges. These institutions represent a combined enrollment of 153,180 students, 120,053 of which were in the public sector.

Recommendations

It is recommended that each institution, governing and coordinating board and related agency:

1. establish, as an employing body, a written affirmative action plan.

2. report publicly, at least once annually, the progress made in implementation of the plan.

3. submit employee data requested on the U.S. Equal Employment Opportunity Commission's report form EEO-6 (or other form

designated appropriate by that Commission) upon each issuance from the federal office and annually to the Illinois Board of Higher Education in conjunction with each budget request.

It is recommended that all governing boards review with institutions under their jurisdiction, in recurring board agenda items, each institution's affirmative action progress against its stated affirmative action objectives.

It is recommended that representatives of public universities, the Community College Board and the Board of Higher Education cooperatively develop a statewide affirmative action common-data information system.

It is recommended that the Illinois Board of Higher Education:

1. appoint staff to whom is assigned the ongoing responsibilities of reviewing statewide affirmative action progress in Illinois higher education, and of preparing regular public reports based on affirmative action data and information provided by all boards, system and agency offices and institutions.

2. establish a standing BHE Affirmative Action Committee to see that all affirmative action recommendations contained in Master Plan Phase IV are implemented.

It is recommended that within Illinois higher education all elements of the affirmative action reporting system be tied but not limited to the budget review process.

Implementation Guidelines

The Committee urges that all of the above recommendations be started in calendar year 1976 and made ongoing thereafter.

Other Suggested Courses of Action

Each institution that presently has a written affirmative action plan is encouraged to review it and, where it is found wanting in the following technical aspects, correct and/or complete it:

1. clarity -- in the plan's contents and in the manner in which it is organized;

2. accuracy and consistency -- in numerical data reported in various tables, graphs, charts, as well as in the narrative sections;

3. completeness -- in all details and aspects prescribed in federal guidelines.

All institutions are urged to prepare and distribute annually throughout their respective academic communities, a synopsis of key sections of their affirmative action plan (i.e., information most generally sought or of interest to persons concerned about affirmative action).

APPENDIX A.

STUDY PROCEDURES USED AND RESPONSES TO COMMITTEE'S QUESTIONNAIRE AND REQUESTS FOR INFORMATION

1. Survey Questionnaire

The Commiteee employed a modified version of survey and participant-observer methodology in the design of its main research tool and the selection of initial survey participants. It designed a two-part questionnaire, one section concerned with employment and the other with student enrollments. Three questions were asked in each section; all invited open-ended responses. See Exhibit 1 in this appendix for copy of the questionnaire and instruction sheet.

One major assumption underlay the process of selecting participants for the initial mailing of the survey. It was assumed that the status and role held by each placed that person in a unique position to observe and/or experience first-hand, or to be exposed to the direct experiences, ideas or decisions of others through verbal discussions or writing. See Exhibit 2 for a list of roles and offices used as determinants in the selection process.

In the initial survey distribution, a total of 659 questionnaires were mailed. Access to university directories of personnel and to the rosters of statewide associations of community college faculty and students made it possible to individualize mailing information for all but 249 of the questionnaires. Lacking access to community college personnel directories, student body presidents and faculty association presidents at those colleges were asked to distribute a total of 123 and 126 questionnaires respectively, to officers of designated campus organizations.

Following the first mailing, the Committee's attention was called to an advertisement that appeared in the April 6, 1975 issue of the New York Times. The advertisement contained the names of persons employed in colleges and universities throughout the United States. The ad was a public statement to President Ford from those named that American institutions of higher education have been derelict in their affirmative action obligations. Noting that one hundred Illinois persons had contributed to the advertisement, the Committee concluded that questionnaires also should be sent to them in view of the interest they had expressed, via the ad, in affirmative action.

Twenty-six percent of the survey questionnaires mailed were completed and returned. See Exhibit 3 for the distribution figures of questionnaires mailed and returned.

The barriers most frequently identified by respondents included: attitudes; inadequate job advertising; underrepresentation of minorities and women; lack of grievance procedures; inadequate pool of qualified applicants; salary inequities, especially for women; women and minorities in administration are at low-level positions; slower advancement in rank for women and minorities; inequities in tenure system; lack of upward mobility opportunities in civil service; job stereotyping; lacking or inadequate public reporting of affirmative action progress; lack of written policies regarding search and recruitment, salary and promotion criteria; lack of recruitment and retention of minorities in student enrollments; lack of child day-care facilities; inadequate career and academic counseling.

2. Interviews and Discussions

The Committee made attempts to visit with persons who have a special interest in and knowledge about topics related to affirmative action. Among those who participated in formal discussions with the Committee were a representative of the University Civil Service System's central office, a nonacademic employee who also chairs a campus committee on the status of women, a faculty member and co-chairperson of a status of women committee, and a university affirmative action officer who also holds an office in the Illinois Affirmative Action Officers Association. The Committee also invited a university representative to talk with the members about the special educational support programs that several Illinois universities offer.

3. Information Requested of Universities

The thirteen campuses of the public universities were asked to submit to the Committee a copy of their written affirmative action plans, together with copy of all the most recent reports submitted by them to federal compliance agencies (e.g., EEO-1 and progress reports).

Affirmative action plans were received from the following universities: Chicago State, Eastern Illinois, Northeastern Illinois, Southern Illinois at Edwardsville, the University of Illinois and Western Illinois. No affirmative action plans were available from Illinois State, Northern Illinois and Sangamon State Universities; however, a copy of the 1974 affirmative action report submitted by each to the Board of Regents was sent to the Committee. Governors State University does not have an affirmative action plan, and Southern Illinois University at Carbondale is reviewing and revising its plan.

4. Employee Data Requested of Agencies and System Offices

The Committee asked each of the following offices to submit three items of information: Illinois Board of Higher Education; Illinois Community College Board; Illinois State Scholarship Commission; University Civil Service System; and the system offices of the Board of Governors, the Board of Regents, Southern Illinois University, and the University of Illinois. Each office was asked to submit an inventory of specified data for all persons that it currently employed, together with job descriptions for all existent positions and an office organizational chart. See Exhibit 4 for a copy of the employee data inventory.

Employee data were received from the Illinois State Scholarship Commission, University Civil Service System, Illinois Community College Board and Illinois Board of Higher Education. No employee data were received from the Board of Governors or the University of Illinois system offices. The Board of Regents and Southern Illinois University system offices submitted some information but it was incomplete and therefore could not be analyzed.

5. Documents Containing Data

The IBHE staff examined every pertinent document available in IBHE's office for additional data to help the Committee in its study.

SURVEY QUESTIONNAIRE INSTRUCTIONS

Master Plan IV - IBHE Committee on Affirmative Action

You, personally, are asked to complete this questionnaire because of your position and the unique perspective it provides for viewing barriers to affirmative action in the academic community. Will you help, please?

Background

The law requires that institutions of higher education design and implement programs to ensure fair and equal treatment for all persons regardless of race, color, sex, national origin or religion. This usually requires positive affirmative action that goes beyond neutral, non-discriminatory policies and practices.

Many Illinois public colleges and universities now have some kind of affirmative action program. It is assumed that some progress has been made in each of these programs. However, studies regarding the status of minorities and women in these institutions, undertaken since 1972 by the Board of Higher Education and by other groups, indicate that impediments to affirmative action still exist.

Nature and Purpose of the Questionnaire

The purpose of this questionnaire is threefold:

-- to identify barriers impeding the progress of affirmative action in Illinois' public colleges and universities,

-- to identify ways by which those barriers might be removed, and

-- to establish guidelines by which to evaluate progress made toward the removal of those barriers.

The questionnaire is presented in two parts: one section regarding employment, and one regarding issues related to student enrollments. Each section calls for written responses to three questions.

The questionnaire format is purposely open-ended. All persons receiving this questionnaire were selected for their knowledge about affirmative action issues, and for the unique perspective their positions lend to the subject's study. We are using this open-ended format to invite your candid review of problems and solutions concerning affirmative action.

If you wish to attach supplemental information to document or expand upon any response, please feel free to do so.

If you cannot answer a particular question because you have no first-hand knowledge or information about its subject, please record the phrase, not able to answer, rather than leave the space blank.

Respondent Information

Attached to the face of the questionnaire is a sheet containing your name, address and telephone number. It also contains other identifying information: student, faculty, administrative status; the institution you represent; a higher education, campus or community organization for which you are an officer or spokesperson (e.g., a black faculty caucus, latino student organization, commission on status of women, governing board, affirmative action officers association).

We urge you to leave the sheet of respondent information attached to your completed questionnaire. Attachment of the information is not a requirement. However, if returned, it affords the study committee the opportunity:

-- to contact a respondent to gain clarification regarding a suggestion, or to invite the respondent to discuss an idea with the committee in person, and

-- to know the range, number and kind of responses received from persons holding similar offices at various locales.

Please correct any mistakes contained in the respondent information before mailing your return.

Questionnaire Return Guidelines

1. Questionnaire Return Deadline: Monday, June 16, 1975

2. Return Completed Questionnaire To:

   MP IV - Committee on Affirmative Action
   Illinois Board of Higher Education
   119 S. Fifth Street, 500 Reisch Building
   Springfield, Illinois 62701

   An addressed, stamped envelope is enclosed for your use.

3. Typewritten responses will be appreciated.

APPENDIX A. EXHIBIT 1.

CONTENTS OF
SURVEY QUESTIONNAIRE

Survey: Barriers Impeding Affirmative Action in Illinois Public Colleges and Universities

Part One - Affirmative Action and Employment

(Employment includes all job categories that exist on a campus -- academic and nonacademic; administrative, faculty, professional, civil service. Employment also includes all related practices and procedures ranging from recruitment and hiring, job qualifications, seniority, tenure, salaries and advancement opportunities, to terminations. Of particular concern are employment barriers affecting minorities and women).

1. Identify and briefly describe specific employment barriers with which you are familiar in one or more Illinois public colleges and universities. Each barrier should be one that an institution reasonably could be expected to eradicate or significantly diminish within a five-year period.

   For each barrier identified, please specify:

   a. the job category it affects (faculty, administration, nonacademic/civil service),

   b. whether it especially affects women, minorities (specify which minorities), or both, and

   c. in what Illinois institution(s) you know it is present.

2. For each employment barrier identified above, suggest and describe steps that could be taken or a plan of action by which the barrier could be eradicated or diminished. The steps or plan should be reasonably possible to accomplish within a five-year period.

   If you know of steps that campus officials or interested parties already have taken to address the barrier, you may want to comment on how your suggestions relate to their efforts.

3. For each plan of action you have suggested, please suggest ways to evaluate progress made toward removing the employment barrier. For example, are there particular standards, procedures and timetable that you would use to evaluate progress and to determine an acceptable level of achievement?

APPENDIX A. EXHIBIT 1.

Part Two - Affirmative Action and Student Enrollment

(Enrollment includes all practices and policies that students encounter from recruitment, application and admission, college transfer, financial aids, academic advising, part-time/full-time status, job placement, to graduation and degree-conferral. Enrollment includes undergraduate, graduate and professional students).

1. Identify and briefly describe specific enrollment barriers with which you are familiar in one or more Illinois public colleges and universities. Each barrier should be one that an institution reasonably could be expected to eradicate or significantly diminish within a five-year period.

   For each barrier identified, please specify:

   a. the student level it affects (undergrad., grad., prof'l),

   b. whether it especially affects women, minorities (specify which minorities), or both, and

   c. in what Illinois institution(s) you know it is present.

2. For each enrollment barrier identified above, suggest and describe steps that could be taken or a plan of action by which the barrier could be eradicated or diminished. The steps or plan should be reasonably possible to accomplish within a five-year period.

   If you know of steps that campus officials or interested parties already have taken to address the barrier, you may want to comment on how your suggestions relate to their efforts.

3. For each plan of action you have suggested, please suggest ways to evaluate progress made toward removing the enrollment barrier. For example, are there particular standards, procedures and timetable that you would use to evaluate progress and to determine an acceptable level of achievement?

Thank you for your help. Please return questionnaire to: MP IV Committee on Affirmative Action, Illinois Board of Higher Education, 119 S. Fifth Street, 500 Reisch Building, Springfield, Il 62701.

APPENDIX A. EXHIBIT 2.

Roles and Offices Used as Determinants in Participant Selections for Questionnaire Survey

At Public Universities

Executive Officer of Governing Board
Chairperson of Governing Board
President of University
Director, Admissions
Affirmative Action Officer(s)
Director, Institutional Research
Director, Nonacademic Personnel
AAUP President or President/Chairperson of Similar Kind of Faculty Association
President/Chairperson of Faculty Senate or Comparable Body
President/Chairperson, Nonacademic Employees Organization or Union
President, Student Body (Undergraduate)
President, Graduate Student Association
Organizations and/or Programs for Minorities and Women:
--primarily for academic employees
--primarily for students (includes minorities studies programs and women's studies programs)
--primarily for nonacademic employees

At Public Community Colleges

Executive Officer of Coordinating Board
Chairperson of Coordinating Board
Presidents of Colleges
Chairpersons of College Boards
President, Student Body (This person also was asked to distribute one copy each to:

President, Black Student Organization;
President, Latino Student Organization;
President, Women Student Organization).

President, Faculty Association (This person also was asked to distribute one copy to:

President, Nonacademic Employees Association;
President, Minority Faculty-Staff Organization;
President, Women Faculty-Staff Organization).

External Groups

Aspira Incorporated of Illinois
Association of Illinois Student Governments
El Centro de la Causa
Equal Employment Opportunity Commission - Regional Office
Illinois Affirmative Action Officers Association
Illinois Commission on Human Relations
Illinois Commission on Status of Women
Illinois Fair Employment Practices Commission
League of United Latin American Citizens
NOW - Metro-East Chapter
Office for Civil Rights - Regional Office
Title I. Coordinator - IBHE
University and College Women of Illinois

APPENDIX A.

EXHIBIT 3.

DISTRIBUTION OF QUESTIONNAIRES MAILED AND RETURNED

	No. of Questionnaires Mailed	No. of Questionnaires Returned
UNIVERSITY FACULTY, ADMINISTRATION, NONACADEMIC AND STUDENTS		
Chicago State University	13	3
Eastern Illinois University	13	7 +(1)
Governors State University	13	3
Illinois State University	20	11
Northeastern Illinois University	17	5
Northern Illinois University	18	8 +(1)
Sangamon State University	17	5
Southern Illinois University-Carbondale	18	6
Southern Illinois University-Edwardsville	12	7
University of Illinois-Chicago Circle	18	4 +(2)
University of Illinois-Medical Center	11	6
University of Illinois-Urbana	16	7
Western Illinois University	13	4 +(1)
Total	199	81
UNIVERSITY SYSTEM HEADS AND BOARD CHAIRPERSONS	13	9
UNIVERSITY PRESIDENTS	13	8
COMMUNITY COLLEGE PRESIDENTS	51	21 +(5)
COMMUNITY COLLEGE BOARD CHAIRPERSONS	38	10 +(1)
COMMUNITY COLLEGE STUDENT PRESIDENTS	41 +(123)	2 +(2)
Total	164	
COMMUNITY COLLEGE FACULTY	42 +(126)	8 +(17)
Total	168	
EXTERNAL	13	4
NEW YORK TIMES AD PARTICIPANTS	100	30
GRAND TOTAL	759	198

APPENDIX A. EXHIBIT 4.

STAFF INVENTORY

DATA ELEMENTS PER EMPLOYEE

1.	Name of Employing Agency/Office	
2.	Employee Code Number	(We do not wish to identify the employee by name)
3.	Sex	
4.	Birthdate	
5.	Citizenship	(Whether the employee is or is not a U.S. Citizen)
6.	Racial-Ethnic Origin	(Black, American Indian, Spanish Surnamed, Asian-American, all other)
7.	Marital Status	(Single, Married, Widowed, Divorced)
8.	Highest Degree Diploma Held	
9.	Date Highest Degree Was Awarded	
10.	Date of Hire	(Date person began employment in your agency/office)
11.	Salary at Date of Hire	(Full-time annual equivalent)
12.	Job Title at Date of Hire	
13.	Current Salary	(Full-time annual equivalent)
14.	Current Job Title	

15.	Number of Years in Current Job Title	
16.	Personnel Action Resulting in Current Job Title	(New hire, promotion, transfer, demotion)
17.	Previous Job Title	(Title held prior to current job title)
18.	Present Employment Status	(Full-time, part-time, tenured, nontenured, temporary, permanent)
19.	Organizational Unit or Area Where Employed	(e.g., Executive, Fiscal, Planning)
20.	Total Years Work Experience in Higher Education	(Including present year)
21.	Total Years Experience in Other Education or Related Work Positions	
22.	Outside Professional Activities Contributions and Achievements	

APPENDIX B.

ILLINOIS STUDENT ENROLLMENT DATA

Presented in this appendix's exhibits are chart and graph displays of student enrollment data for Fall, 1974. The data were obtained from 1974 Office for Civil Rights compliance report returns; they are discussed in Section 2 of Chapter II. The exhibits display the following regarding Fall 1974 enrollments in Illinois higher education:

EXHIBIT 5 - Enrollments by race, by sex, by major field of study.

EXHIBIT 6 - Percent minority students by race, of public and private institutions' enrollments.

EXHIBIT 7 - Percent minorities, by race, of total Illinois population.

EXHIBIT 8 - Percent minority students, by race, by level of instructional program, in all Illinois institutions.

EXHIBIT 9 - Percent minority and all other female students, by level of instructional program, in all Illinois institutions.

EXHIBIT 10 - Percent minority and all other female students of public and private institutions' enrollments.

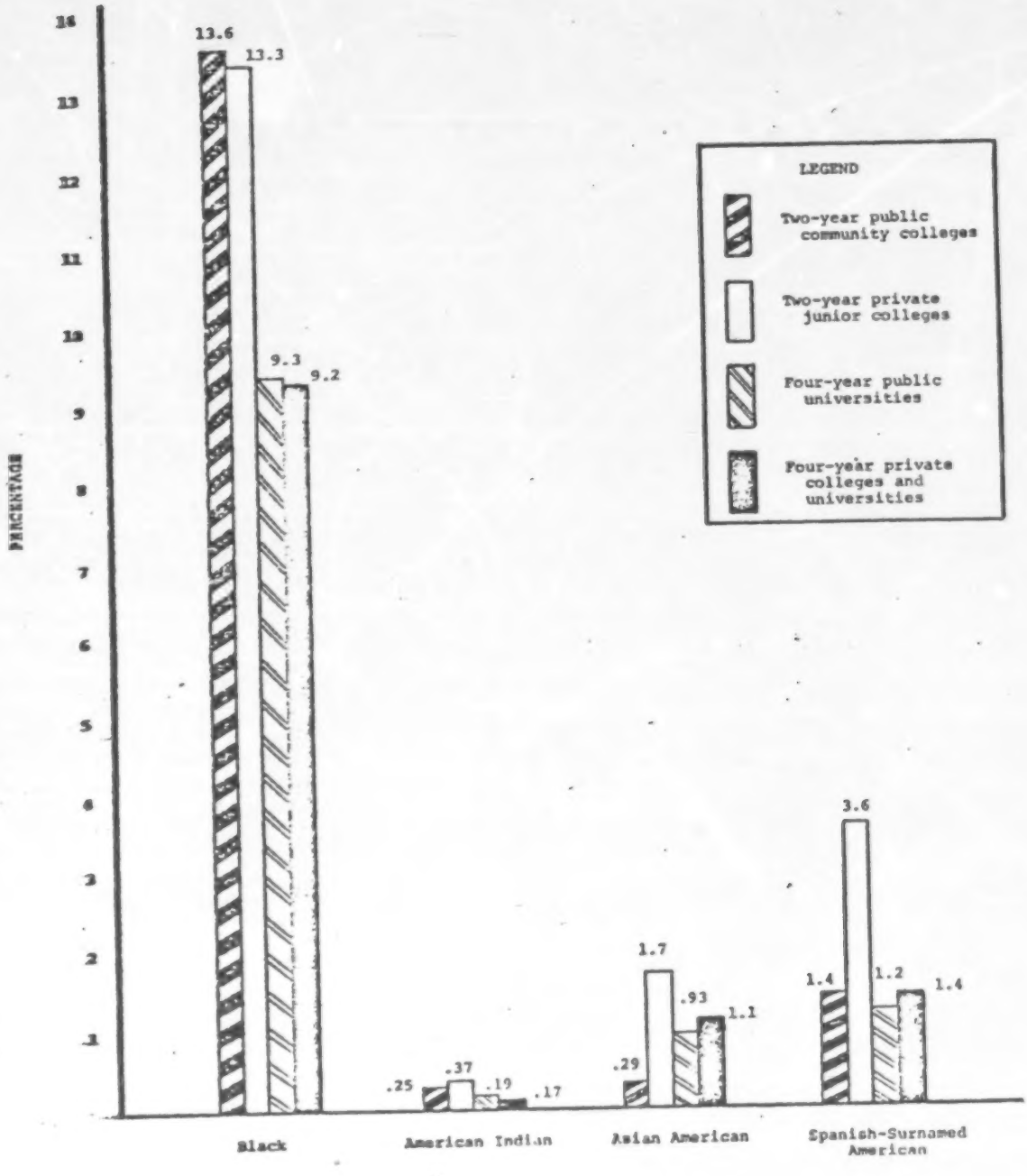
STUDENT ENROLLMENT BY RACE-ETHNIC CLASSIFICATION AND SEX, BY FIELD OF STUDY, IN ILLINOIS COLLEGES AND UNIVERSITIES, FALL 1974

Field of Study	Black			American Indian			Asian American			Spanish-Surnamed American			All Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Undecided/Undeclared	6,022	9,019	15,041	121	80	201	246	276	522	619	467	1,086	33,566	34,115	67,681	40,574	43,957	84,531
Agriculture and Natural Resources	17	3	20	6	1	7	7	7	14	9	4	13	2,909	604	3,513	2,948	619	3,567
Architecture and Environmental Design	75	21	96	1	-	1	37	5	42	27	-	27	1,716	398	2,114	1,856	424	2,280
Biological Sciences	488	545	1,033	11	5	16	158	90	248	171	92	263	9,132	4,886	14,018	9,960	5,618	15,578
Business Management	1,950	1,390	3,340	37	12	49	281	113	394	278	74	352	29,163	7,047	36,210	31,709	8,636	40,345
Computer and Information Sciences	73	48	121	5	1	6	26	14	40	6	1	7	976	201	1,177	1,086	265	1,351
Education	1,291	3,804	5,095	31	77	108	71	167	238	203	346	549	10,109	23,879	33,988	11,705	28,273	39,978
Engineering	465	35	500	16	-	16	242	11	253	144	2	146	10,053	504	10,557	10,920	552	11,472
Foreign Languages	22	73	95	1	4	5	5	10	15	96	150	246	731	2,372	3,103	855	2,609	3,464
Nursing	2	154	156	-	2	2	1	29	30	1	15	16	74	1,935	2,009	78	2,135	2,213
Dentistry	19	6	25	-	-	-	46	2	48	7	3	10	1,387	75	1,462	1,459	86	1,545
Medicine	125	55	180	4	1	5	47	17	64	24	13	37	2,403	401	2,804	2,603	487	3,090
Veterinary Medicine	-	-	-	2	-	2	-	2	2	1	-	1	294	70	364	297	72	369
Home Economics	17	166	183	-	6	6	2	30	32	1	8	9	126	3,275	3,401	146	3,485	3,631
Law	205	101	306	5	1	6	14	12	26	50	23	73	2,436	851	3,287	2,710	988	3,698
Library Science	6	54	60	-	-	-	2	15	17	3	2	5	178	700	878	189	771	960
Mathematics	171	152	323	8	4	12	51	38	89	30	15	45	2,803	1,689	4,492	3,063	1,898	4,961
Physical Sciences	146	74	220	8	-	8	77	20	97	27	11	38	4,509	988	5,497	4,767	1,093	5,860
Psychology	509	760	1,269	13	6	19	29	24	53	60	54	114	4,581	4,622	9,203	5,192	5,466	10,658
Social Work and Helping Services	87	269	356	1	2	3	4	11	15	11	18	29	578	1,180	1,758	681	1,480	2,161
Social Sciences	1,170	1,035	2,205	20	18	38	112	64	176	222	133	355	12,593	6,726	19,319	14,117	7,976	22,093
Business and Commerce Technologies	300	503	803	8	20	28	13	12	25	22	54	76	3,427	5,458	8,885	3,770	6,047	9,817
Data Processing Technologies	76	85	161	3	1	4	7	2	9	17	4	21	1,050	736	1,786	1,153	828	1,981
Health Services and Paramedical Technologies	35	265	300	2	10	12	2	14	16	2	23	25	677	4,754	5,431	718	5,066	5,784
Mechanical and Engineering Technologies	519	24	543	25	3	28	27	1	28	71	1	72	6,023	321	6,344	6,665	350	7,015
Natural Science Technologies	214	240	454	2	-	2	3	-	3	6	-	6	863	166	1,029	1,088	406	1,494
Public Service Related Technologies	156	216	372	3	7	10	6	5	11	9	18	27	2,307	2,178	4,485	2,481	2,424	4,905
Other	3,427	4,308	7,735	111	97	208	311	359	670	920	671	1,591	41,978	43,012	84,990	46,747	48,447	95,194
Total	17,587	23,405	40,992	444	358	802	1,827	1,350	3,177	3,037	2,202	5,239	186,642	153,143	339,785	209,537	180,458	389,995

APPENDIX B.

EXHIBIT 6.

PERCENT MINORITY STUDENTS, BY RACE-ETHNIC CATEGORIES,
OF TOTAL ENROLLMENTS OF ALL TWO-YEAR AND ALL FOUR-YEAR
ILLINOIS COLLEGES AND UNIVERSITIES, PUBLIC AND PRIVATE, FALL 1974



Sources: Office for Civil Rights Compliance Reports of Illinois Institutions of Higher Education, Student Enrollment Survey, Fall 1974.

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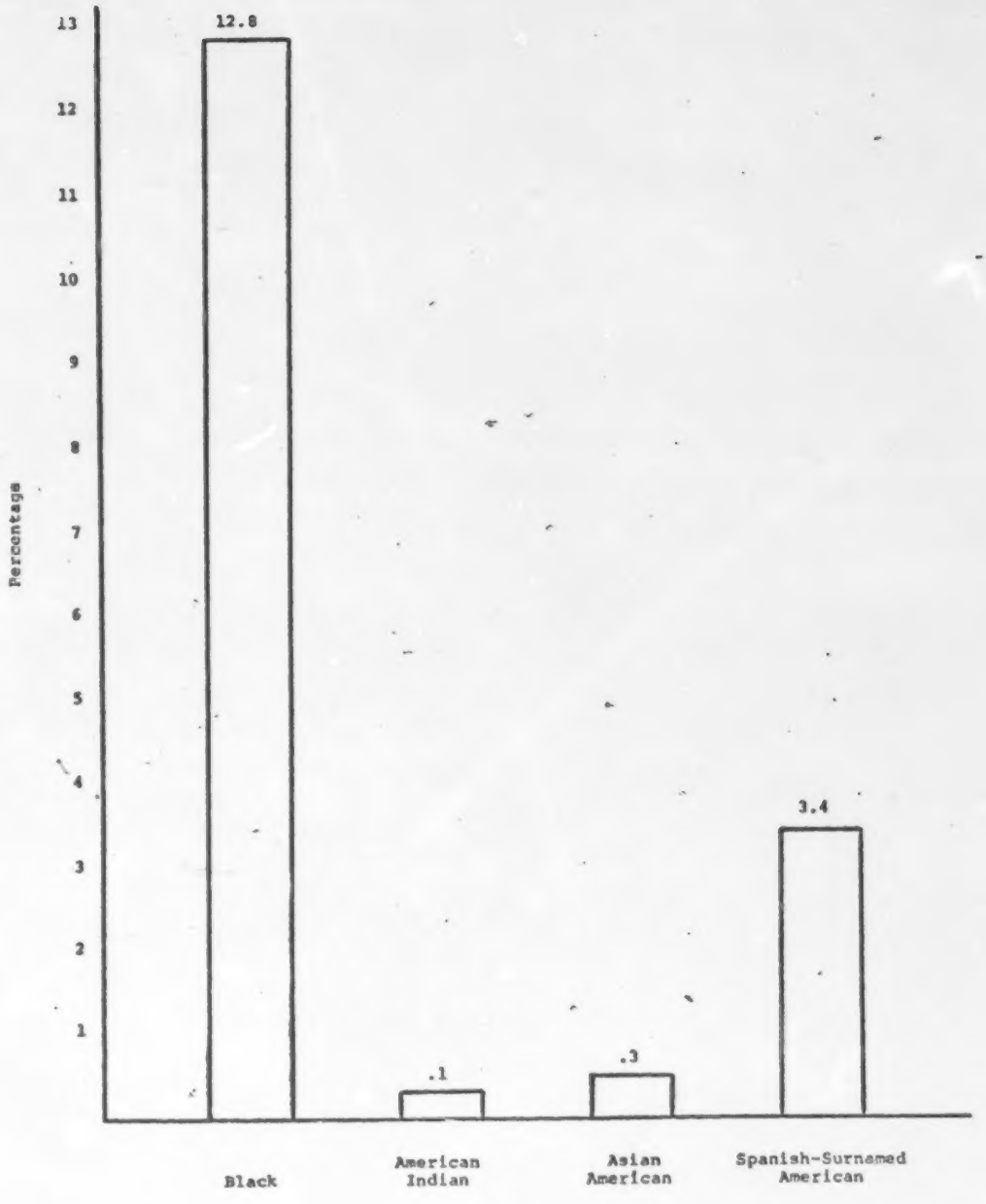
APPENDIX B.

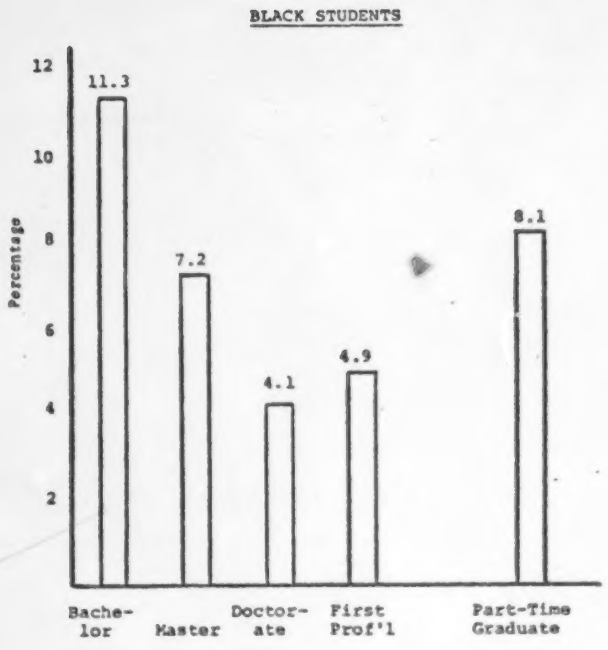
EXHIBIT 7.

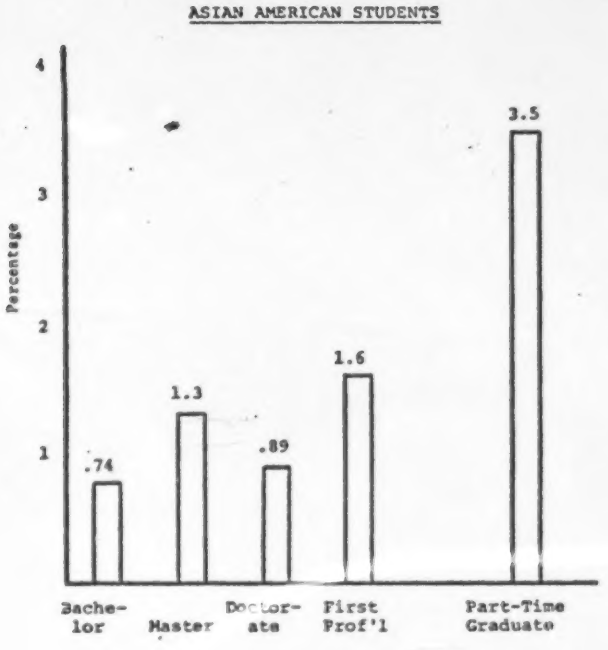
PERCENT MINORITY POPULATION, BY RACE-ETHNIC CATEGORIES,
OF TOTAL ILLINOIS POPULATION, 1970 CENSUS

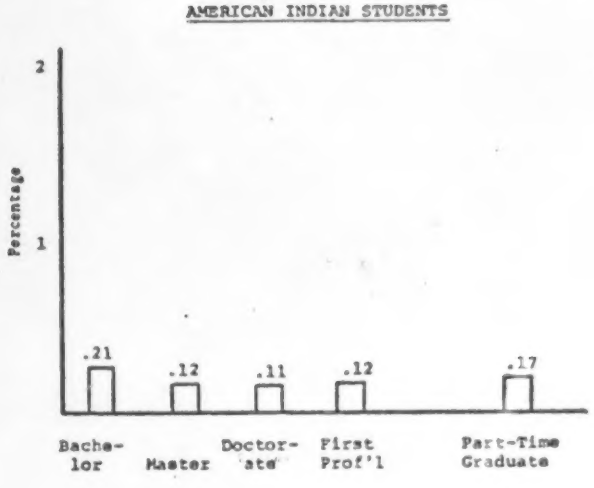


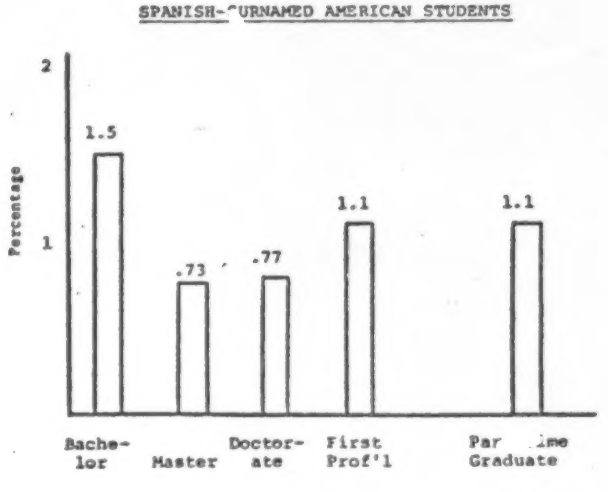
Source: 1970 Illinois Census.

PERCENT MINORITY STUDENTS, BY RACE-ETHNIC CATEGORY,
OF TOTAL ENROLLMENT IN ALL ILLINOIS COLLEGES AND UNIVERSITIES,
BY LEVEL OF INSTRUCTIONAL PROGRAM, FALL 1974







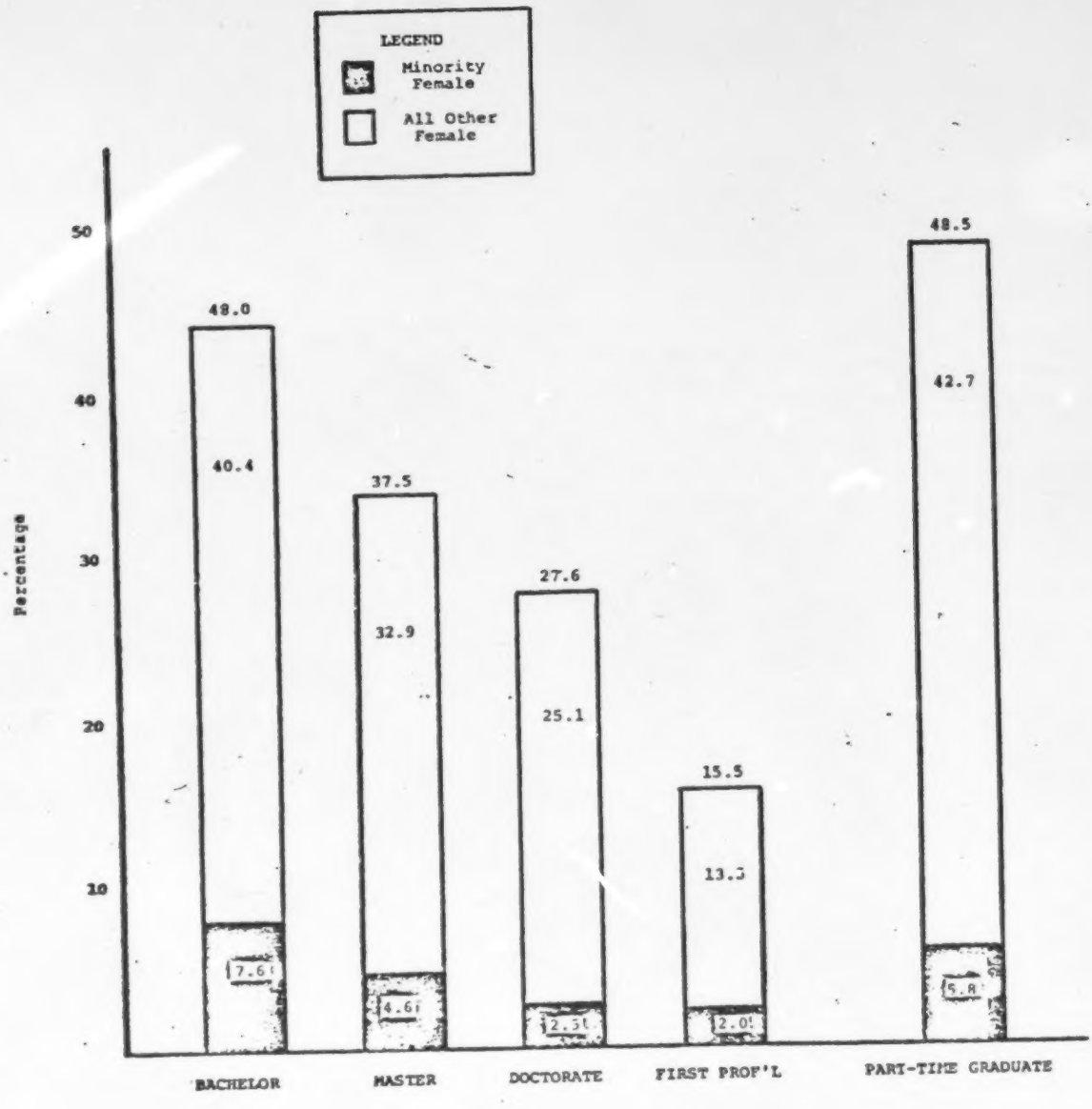


Source: Office for Civil Rights Compliance Reports of Illinois Institutions of Higher Education, Student Enrollment Survey, Fall 1974.

APPENDIX B.

EXHIBIT 9.

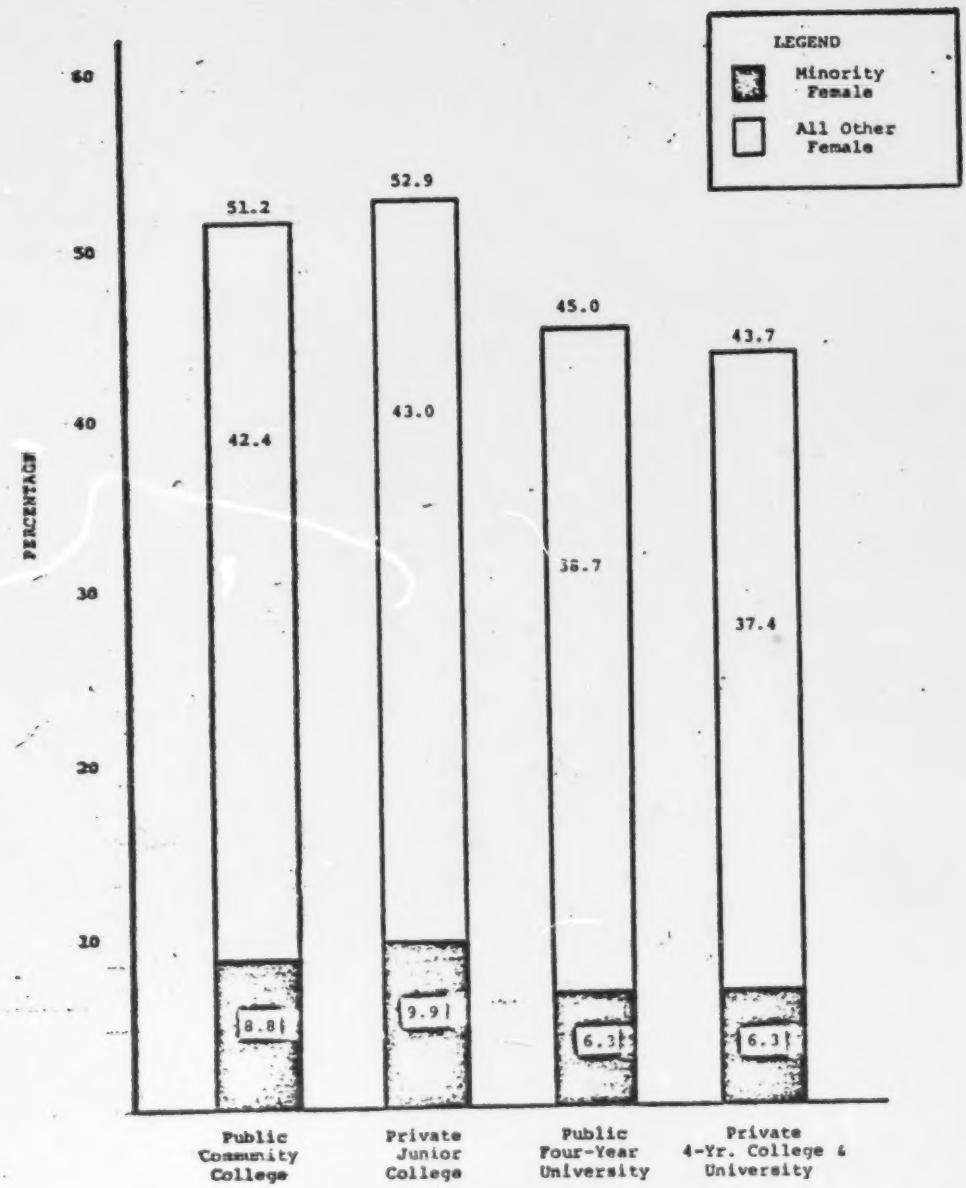
PERCENT MINORITY FEMALE AND PERCENT ALL OTHER FEMALE STUDENTS OF TOTAL ENROLLMENT IN ALL ILLINOIS COLLEGES AND UNIVERSITIES, BY LEVEL OF INSTRUCTIONAL PROGRAM, FALL 1974



Source: Office for Civil Rights Compliance Reports of Illinois Institutions of Higher Education, Student Enrollment Survey, Fall 1974.

EXHIBIT 10.

PERCENT MINORITY FEMALE AND PERCENT ALL OTHER FEMALE STUDENTS OF TOTAL ENROLLMENTS IN ILLINOIS COLLEGES AND UNIVERSITIES, BY TYPE OF INSTITUTION, FALL 1974



Source: Office for Civil Rights Compliance Reports of Illinois Institutions of Higher Education, Student Enrollment Survey, Fall 1974.

APPENDIX C.

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